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ABSTRACT

The Women in Technology (WIT) program at Texas' El Paso Community College (EPCC) was established to recruit women into nontraditional occupations, offering technical education, services to help retain women, and community outreach efforts to help change attitudes. This report describes outcomes for the 1994-95 fiscal year, focusing on five WIT objectives, activities undertaken to achieve them, and measures used to determine effectiveness. Introductory sections describe the program and general outcomes, indicating that over the past 6 years, the number of women enrolled in technical fields at EPCC has increased 56%. Next, activities and performance measures for 1994-95 are presented for the following five objectives: (1) to participate in efforts related to changing social attitudes, with 126 presentations on non-gender based occupations being made to 2,639 people; (2) provide information on nontraditional technical/vocational careers to the community, involving 7 orientations for 11 student recruiters and providing 181 new students with information and 15 new students with funding; (3) provide individual academic, personal, and financial support to women students in technical/vocational classes, accomplished through 39 workshops serving 266 people and the hiring of 5 tutors; (4) provide a mentoring system for WIT students by other WIT students and women community role models, with a system being implemented in spring 1995; and (5) provide internship opportunities to two single parents, displaced homemakers, sex biased, or pregnant nontraditional student majors per quarter, with five interns being placed in spring 1995. Appendixes, comprising roughly half the document, provide lists of participants and activities, sample brochures, and worksheets and evaluation forms. (KP)

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ED 387 152

Taking women one step further . . .

EL PASO COMMUNITY COLLEGE

W.I.T.

WHERE THE WOMEN ARE · WHERE THE DOLLARS ARE

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WOMEN IN TECHNOLOGY

End of Year Report

July 1994 - June 1995

JC 950 411

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P.O. Box 20500
El Paso, Texas 79998
915-594-2000

Women in Technology
El Paso Community College
P.O. Box 20500
El Paso, Texas 79998
July 31, 1995

Dr. Anna Auvenshine
Associate Program Director
Texas Higher Education Coordinating Board
Community and Technical Colleges
P.O. Box 12788
Austin, Texas 78711-2788

Dear Dr. Auvenshine:

In accordance with the El Paso Community College's Women in Technology (WIT) Program, Equity and Internship Project #55160006 issued through the Texas Higher Education Coordinating Board, enclosed please find the end-of-year report for fiscal year 1994 - 1995. The format is in compliance with the operational format listed in the grant application.

The primary purpose of the WIT program is to recruit women into nontraditional occupations through technical/vocational education and training. Credit areas include the following occupational areas; automotive technology, drafting, electronics, fire technology, hazardous materials technology, heating/ventilation and are conditioning (HVAC), and welding. Non-credit areas include automation and control, plastic technology, industrial maintenance, precision machining, sewing machine repair and materials handling and warehouse operation. Nontraditional areas, both credit and noncredit, are prescribed by the Texas Higher Education Coordinating Board and are reflective of student enrollment.

To further supplement WIT's support services corporate funding has also been utilized. For the past three years, Rockwell International has awarded a tuition fund to WIT for financially disadvantaged students who cannot qualify for funding through PELL Grants or through URGPIC's JTPA funding. The 1994-95 award was for $4,200 which served 15 students. Rockwell International has recently awarded WIT $4500 for its' 1995-96 fiscal year. TW2 Events, Inc. of El Paso awarded WIT a $500 grant during the 1994 Fall semester to be used for student awards, refreshments, and "fun" activities. WIT has recently received a total of $1000 for the Spring '95 semester and the Fall '95 semesters with the understanding that $500 a semester would be forthcoming with WIT doing student exhibits at their two annual fairs, Teen Expo and Generation 2000.

Should you have any questions or comments, please do not hesitate to call our office at (915) 757-5073.

Sincerely,

Victoria Di Benedetto

Victoria Di Benedetto
Project Director

VDB/eo

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Program Evaluation

WIT PROGRAM EVALUATION

Women in Technology (WIT) is a program at El Paso Community College designed to change attitudes. The program reaches this goal through various objectives. First, WIT encourages women to pursue nontraditional careers. Second, WIT provides student services to help retain women in their chosen field. Finally, WIT informs the community about women's issues especially pertaining to poverty, homelessness and the changes in the work force.

Women are expected to comprise 63 percent of the job market increase between now and 2000. What fields will they enter and how will they profit on smaller than average incomes especially without necessary education and skills? According to the *U.S. Department of Labor: Dictionary of Job Titles*, 440 job titles have been defined. Of these, women are concentrated in only twenty, eleven of which are "traditional" female occupations. Furthermore, fourteen of the twenty pay below the median weekly income ($368.00) for women. The positions men hold, on the other hand, are typically "well-paying jobs that offer full-time employment and advancement potential. Only four of these occupations--managers and administrators; sales supervisors and proprietors; janitors and cleaners; and cooks (except short order) have more than 25 percent female workers." (U.S. Department of Labor: Women's Bureau) Also, these twenty positions do not fall into the skilled labor category. Even the medical field, a place women have flourished, is being glutted with applicants and growth is slowing. Therefore, unemployment, poverty and struggle for women will be perpetuated if they do not become competitive in the job market.

To become competitive, women must move out of their "comfort zone" in traditional careers into the technical arena. In most situations, technological careers do not seem to be an option. Students at the middle and high school levels are often amazed that women pursue careers in these fields. Our recruiting staff exposes the students to role models they otherwise would not have which stimulates new ways of thinking. Older women realize that these fields are more accessible in today's world than ten and twenty years ago. Through continual education and enlightenment, the response to recruitment, apparent in our enrollment figures, steadily increases. (*See Figure 1.*) Enrollment in the non-credit areas has decreased. However, overall enrollment for women and men has decreased in these training programs. Furthermore, the number of female students in these areas remains steady and greatly exceeds enrollment in the past (*See Figure 2.*) It should be noted that during the Spring and Fall of 1994 WIT received a grant from the Upper Rio Grande Private Industry Council to pay tuition, books and supplies for women in both credit and non-credit nontraditional occupational training. The increase for that year reflects that support.

FIGURE 1

WIT STUDENTS AT EL PASO COMMUNITY COLLEGE

Credit Area

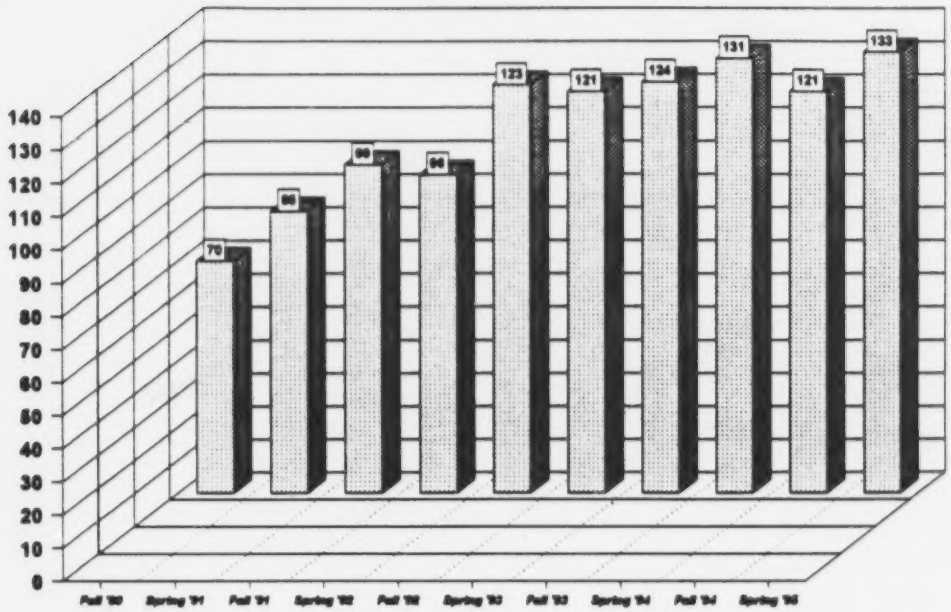
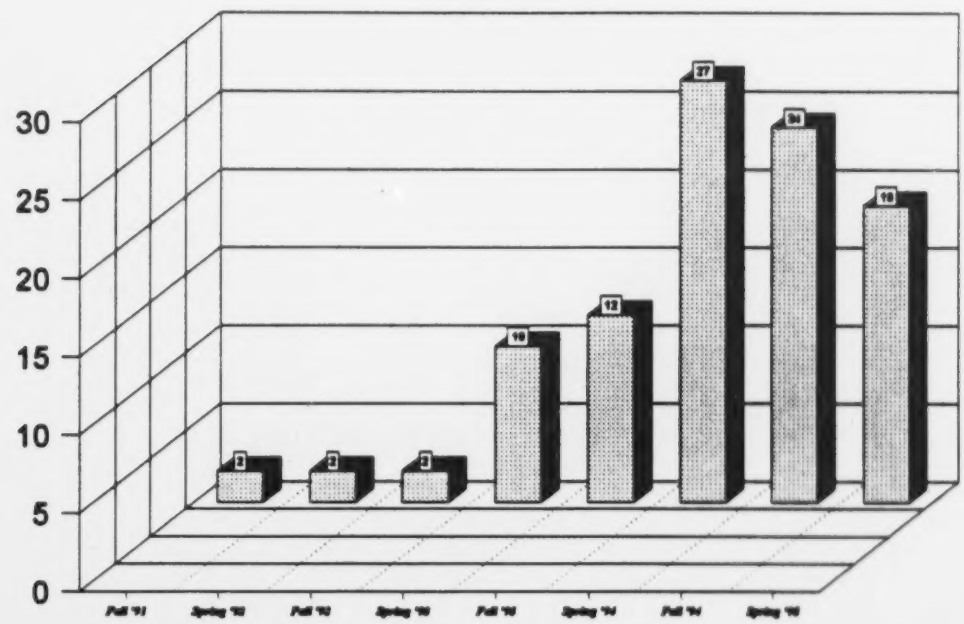


FIGURE 2

WIT STUDENTS AT EL PASO COMMUNITY COLLEGE

Non-Credit Students



To further illustrate WIT's continuing success, *Table 1* shows the male to female ratio in the credit programs WIT supports. Men overwhelmingly outnumber the women in technical fields. However, the number of women in these fields has increased 56 percent over six years whereas the number of men has only increased 42 percent. *Table 2* shows the increasing number of women graduating from the credit programs; 18 percent of the graduates this year were women. In the noncredit areas eight female students have graduated and five are employed in their field.

TABLE 1

FEMALE TO MALE STUDENT RATIOS: 1989-1995

SEMESTER	ENROLLMENT Female/Male	RATIOS in PERCENTS
Fall 89	58 / 593	8.9 / 91.1
Spring 90	54 / 580	8.5 / 91.5
Fall 90	70 / 611	10.27 / 89.73
Spring 91	85 / 631	11.87 / 88.13
Fall 91	99 / 597	14.22 / 85.78
Spring 92	96 / 628	13.26 / 86.74
Fall 92	123 / 620	16.5 / 83.5
Spring 93	121 / 585	17.2 / 82.8
Fall 93	124 / 596	17.3 / 82.7
Spring 94	131 / 634	17.2 / 82.8
Fall 94	121 / 795	15.2 / 84.8
Spring 95	133 / 841	15.8 / 84.2
OVERALL	1215 / 7711	15.75 / 84.25

This data is based on the student master file and the academic history file for Vocational/Technical major codes at EPCC. Discrepancies in data counts may be due to changes in major code numbering through this reporting period.

TABLE 2

NUMBER/PERCENTAGE OF GRADUATES EACH YEAR IN CREDIT AREAS

YEAR	MEN	WOMEN
1990	51 (98%)	1 (2%)
1991	37 (92.5%)	3 (7.5%)
1992	44 (88%)	6 (12%)
1993	39 (92.8%)	3 (7.2%)
1994	33 (85%)	6 (15%)
1995	16 (82%)	3 (18%)

More women recognize the need for retraining in nontraditional fields and the realistic advantages these career choices offer for their future success. However, women continue to face anxiety and challenges when entering nontraditional fields. The majority of women attending WIT presentations in the community lack the language skills, pre-education or domestic stability necessary to enter the WIT program. These women are referred to a variety of other agencies, such as the YWCA-Transitional Living Center or the Battered Women's Shelter. Many are referred to the college's ALPHA Center or the ESL programs. To alleviate the stress of entering nontraditional fields WIT offers a bridge curriculum, mentors, free tutoring, child care, workshops and support groups. WIT also provides career exploration to help women make informed career choices and internships to prepare students for the workforce. Each program component and its results are outlined in the section "Goals and Objectives" of this report.

WIT strives each year to reach its objectives and surpass them. Increased public awareness is the ultimate way to encourage and inform people of their opportunities. Through presentations and other social change projects, WIT seeks to aid not only those who need the training and education, but also the organizations that provide these services. Nationally, WIT has become a model in the promotion of sex equity facilitating and making presentations at national conferences. Three hundred End of Year Reports will be published and disseminated state and nation wide for use, replication, and adaptation by sex equity programs in colleges, universities and other agencies.

Goals and Objectives

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GOALS

The MAJOR GOAL of the Women in Technology (WIT) project is to increase the number of women entering nontraditional technical/vocational, education, and ultimately occupations by assisting women, especially Hispanics, in clarifying their realistic options, and providing a system of needed support services.

OBJECTIVE 1. To participate in efforts to address the issues involved in changing social attitudes.

PROJECT ACTIVITY 1.1 The WIT Specialist will develop contacts and make presentations encouraging the discussion of the non-gender based occupations of the future. Our expectation is that at least 68 presentations a year will be accomplished.

PERFORMANCE MEASURE 1.1 Records will show logs of contacts, phone and/or written confirmation of presentations scheduled and delivered with date, groups spoken to, and numbers of participants.

A total of 126 presentations were made to 2639 people. Many of these presentations were made jointly with Project Opportunity which functions under the direction of WIT. Project Opportunity students are eligible for WIT services. See Appendix 1 for a log of presentations.

PROJECT ACTIVITY 1.2 The Project Director and assigned staff will attend conferences, workshops, and local regional, state and national conferences on related issues. Our expectation is that the staff will participate in a minimum of 5 per year.

PERFORMANCE MEASURE 1.2 Records will show participation of staff in a minimum of 5 conferences. Reports from those in attendance will be made bi-monthly at WIT team meetings and shared with presenters and recruiters. *See Appendix 2 for participation log.*

PROJECT ACTIVITY 1.3 The Project Director and assigned staff will participate in women's advocacy activities in the college and the community at large to include networking and committee work on addressing the problems of homeless women.

PERFORMANCE MEASURE 1.3 The log will show staff participation in these types of events.

Women in Technology actively participates in the El Paso Coalition for the Homeless. The Project Director serves as secretary on the board attending the monthly meetings. The WIT staff works closely with the Coalition to provide career exploration and job opportunities for homeless women.

This year WIT participated in a poster contest held by the Coalition and placed third.

Students in need of housing are referred to the Occupational Opportunity Center (OOC), administered by the coalition, for assistance. A newspaper article describing the OOC and the College's involvement was published in "The Times," a publication of the American Association of Community Colleges. It also describes WIT's role in the project. See Appendix 3.

OBJECTIVE 2. Provide information on nontraditional technical/vocational careers to the community.

PROJECT ACTIVITY 2.1 The Project Director, WIT Specialist and assigned staff will develop and disseminate recruitment materials such as public service announcements for radio, and TV, brochures and posters with return mailers. This is an ongoing activity which will include the many materials already developed.

PERFORMANCE MEASURE 2.1 Samples of materials will be on file in the WIT office along with dates, media spots and the addresses of poster locations.

New WIT brochures were completed in July to use this year. They will be updated as necessary for the 1995-96 fiscal year. In addition, a new poster has been developed for display in target locations throughout the city and college district. These posters will fully describe the WIT program and its office locations. The WIT "Pathfinders!" poster was distributed to all high schools in the El Paso area and in neighborhood convenience stores and supermarkets where women usually go. See Appendix 4 for WIT program brochure.

PROJECT ACTIVITY 2.2 The Student Services Specialist will answer those who mailed in the postcards by phone, if possible, and/or mail written information to requestors. This is an ongoing activity which will include the maintaining of records on the number of people seeking information and the number of these people who actually enroll in college credit courses.

PERFORMANCE MEASURE 2.2 The actual postcards will be on file with a notation as to how each requestor was served.

WIT has 379 cards on file. Each person has received information via mail on specific fields of choice. Follow-up phone calls were made after information was mailed and one-on-one appointments scheduled to further discuss WIT and career options. Postcards have been developed to use for follow-up when telephone contact cannot be established. They will also be used as reminders for counseling appointments.

PROJECT ACTIVITY 2.3 The Project Director will supervise, assign, and coordinate all project activities, conduct team meetings and provide staff with updated information on training programs for nontraditional occupations.

PERFORMANCE MEASURE 2.3. Records on file in the WIT office.

A total of 16 meetings have been held. WIT staff also participated in a three part (12 hours total) values clarification workshop to better understand people's different backgrounds and assist students with special needs.

PROJECT ACTIVITY 2.4 The WIT Specialist will orient speakers for presentations, as needed. Sample presentation material has already been developed, speakers have been trained and future orientation sessions will be held as needed.

PERFORMANCE MEASURE 2.4 Records will show the number of orientation sessions held and sample presentation material will be on file.

The WIT Specialist facilitated 7 orientations for 11 student recruiters. A recruiter training handbook was developed and has been updated for the new fiscal year.

PROJECT ACTIVITY 2.5 The WIT Specialist will maintain an extensive list of community contacts and assign presenters to make presentations to the media and to groups, such as community organizations, college ESL classes, high school counselor, students, junior high school students, church groups, and various sites where prevocational basic skill training is received and where prospective women students might be found. Our expectation is that 5.6 hours of presentations a month can be accomplished as also stated under the Objective #1. The total of 68 presentations a year will satisfy the requirements for both Objectives #1 and #2.

PERFORMANCE MEASURE 2.5 Records will show logs of contacts, phone and/or written confirmation of presentations scheduled and delivered with date, groups spoken to, and number of participants.

A total of 126 presentations were made to 2639 people. Many of these presentations were made jointly with Project Opportunity which functions under the direction of WIT. Project Opportunity students are eligible for WIT services.

PROJECT ACTIVITY 2.6 The WIT Project Director will maintain an Advisory Board composed of representatives of community agencies and organizations. It is our expectation that up to 6 members from the community will meet with the WIT staff at least once per semester.

PERFORMANCE MEASURE 2.6 Records will show the minutes of each Advisory Board meeting.

WIT Advisory Board meetings were held October 7, 1994 and May 19, 1995. See Appendices 5a and 5b for the minutes.

PROJECT ACTIVITY 2.7 The WIT student recruiters will participate in demonstrations at exhibit tables and disseminate WIT information while attending career days, college registration day exhibits, and community exhibits. The WIT Specialist will be responsible for coordinating the events and supervising the recruiters. It is our expectation that up to 750 hours will be spent by students in this activity, which will include setting up time and time spent in dissemination of posters throughout the community.

PERFORMANCE MEASURE 2.7 A log of WIT activities with the date, place, time and number of people with whom staff members make contact at each event will be maintained in the WIT office.

Lab Aide Recruiters worked a total of 1102.75 hours at 37 exhibits. See Appendix 6 for a log of exhibits.

PROJECT ACTIVITY 2.8 Special individual attention will be given to interested prospective students with special needs which will be attended to by the Student Services Specialist.

PERFORMANCE MEASURE 2.8 Intake forms on all students served with a confidential note on each specific individual and how that person was served.

Necessary support and information was given to 181 students.

Rockwell International funds for tuition were granted to 15 students. A telephone survey was conducted in May 1995 to track students' progress and develop more effective means of providing funds. See Appendix 7a and 7b for survey results.

Awards for student achievement, tuition monies and housing options were sought and secured.

Objective 3. Provide individual academic, personal and financial support to women students in technical/vocational classes.

PROJECT ACTIVITY 3.1 Maintain an office at El Paso Community College where information can be disseminated concerning a women's nontraditional training options at the college and elsewhere in the community. The WIT project office will be staffed 8 hours per day.

PERFORMANCE MEASURE 3.1 The Project Director will supervise the office procedures and personnel.

The Student Services Specialist and Internship Specialist positions and job duties were combined under the title Program Student Advisor. Unforeseen personnel complications delayed hiring for this position until late January 1995 at which time the WIT Specialist position became vacant. However, in early February an intern from Texas A & M University, El Paso branch completed her internship by performing some to the WIT Specialist duties. At the end of the internship, a part-time contract was established to allow the intern to continue as WIT Specialist until June 30.

A new office was opened at the Advanced Technology Center on the Valle Verde campus. Specific student service hours are provided. The office is set up to provide information, counseling, support group meetings, and a study area for students. All office locations are staffed eight hours per day.

A Policy & Procedures manual including all forms used was developed to establish consistency in methods and to unify the offices.

PROJECT ACTIVITY 3.2 The WIT Specialist will participate in offering or arranging for nontraditional career exploration workshops, whenever a group can be identified to attend as a group. However, individual referrals to the college's career center's dally activities and services will be made on an ongoing basis.

PERFORMANCE MEASURE 3.2 Records will show the number of group workshops held, the staff who participated, the names and number of people who attended. Intake documents on those who call the office will show the appropriate referrals.

Career exploration seminars have been arranged in conjunction with class registration deadlines. Two seminars were held in early March before financial aid and admissions deadlines for the summer sessions. Potential participants were pulled from the reply card file and intake documents and contacted by phone and letter. Presentations were given by WIT staff, instructors and a Career Planning Center specialist. One on one appointments are scheduled for prospective students wanting career information in addition to the seminars. A total of 181 students have been served through workshops or individual counseling. See Appendix 8 for the Career Exploration Workshop agenda.

The LEAD workshop series was developed in response to survey results produced in the 1993-94 grant year. The workshops (leadership skills, overcoming stereotypes, self-esteem building, stress management, and conflict resolution) were held on each of EPCC's three main campuses and facilitated by the WIT Specialist throughout the Fall '94 semester.

WIT staff worked with Project AYUDA, an outreach program in San Elizario, and made arrangements for transporting their students to WIT's ongoing career exploration and self-development workshops.

Thirty-Nine (39) workshops were held serving 266 people. See Appendix 9 for the LEAD workshop course description.

PROJECT ACTIVITY 3.3 The Project Director will provide tutors in nontraditional occupational training areas when needed and when they are not institutionally available. Efforts will be made to hire women tutors.

PERFORMANCE MEASURE 3.3 Tutoring services will be advertised in the student newsletter. A check with other college departments to verify if tutoring is presently available will be made before tutors are hired to fill our special needs.

A total of 5 tutors in Automotive, Drafting, Electronics and Plastics, were hired to serve 24 students. They worked a total of 337.5 hours.

PROJECT ACTIVITY 3.4 The Internship Specialist will organize telephone support groups for students as another option for that huge mass of women with incredible demands on their time.

PERFORMANCE MEASURE 3.4 Records will show announcements of support services in the student newsletter.

A support group has been organized to help unite women in the nontraditional programs and to further develop their self-esteem. A workshop titled "Building Your Self-Esteem" kicked off this support group network. Students meet for one hour twice per week for three weeks. Each person in the groups has a "buddy" who they are responsible for during the course of the group. Rosters are provided to the participants to facilitate telephone support also. All student services are announced in the WIT newsletter, Equity Mail, which is published each semester. 1700 newsletters were mailed to women and men in nontraditional fields.

PROJECT ACTIVITY 3.5 The Specialists will assist students in finding child care through whatever means available in the community and the college. The WIT Project Director will apply WIT funds for child care to those who cannot qualify under other programs.

PERFORMANCE MEASURE 3.5 Records will show list of referrals.

WIT provided funds to 4 women for 7 children.

PROJECT ACTIVITY 3.6 The WIT Specialist will continue to maintain a trained student recruiter corps for WIT students. Each student will be recommended by her teacher before being interviewed and hired. Her performance will be evaluated on an ongoing basis. Members of the student recruiter corps may also be assigned to assist presenters, when their presence and particular talents would be judged an asset to that particular presentation.

PERFORMANCE MEASURE 3.6 The opportunity for enlistment in the student corps will be announced in the WIT newsletter, published at least once per semester. The WIT Specialist will keep records of all students who participate, assign hours, oversee activities and the submission of the time sheets of the recruiters. The WIT Specialist will also conduct orientation sessions for members of the corps and assist them to develop a good delivery during their demonstrations by proper supervision and helpful hints.

At year's end WIT had 8 recruiters employed. These recruiters worked 1102.75 hours during the year. Orientations are scheduled at the beginning of each year and conducted for new recruiters as necessary.

PROJECT ACTIVITY 3.7 The Student Services Specialist will identify a successfully employed woman in a nontraditional field who is willing to be featured in a newspaper success story. It is expected that this can be done once per year.

PERFORMANCE MEASURE 3.7 Arrangements will be made with the Office of Public Relations and Marketing for interviews. The article will be on file in the WIT office.

In lieu of a newspaper article, a student was interviewed for ½ hour and the program aired three times on El Paso's channel 15. Two students were featured, along with WIT staff, for 45 minutes on a live state STARLINK teleconference.

PROJECT ACTIVITY 3.8 The Student Services Specialist will respond to requests from technical/vocational course instructors to call women students who need individual help, by referring them to tutoring, counseling, etc.

PERFORMANCE MEASURE 3.8 A log will be kept of all requests from instructors and calls made to students and will be kept on file in the WIT office.

Instructors are contacted periodically to ensure that students needing assistance are helped and any problems are addressed in a timely manner. A log of instructor referrals and actions taken is kept. Students are contacted as necessary. Nine students have been referred because of absences or poor grades. Follow-ups were made. Tutoring was provided to 24 students. See Appendix 10 for a copy of the log form used.

PROJECT ACTIVITY 3.9 The Student Services Specialist will perform intake activities to include providing emergency transportation assistance or purchase of textbooks and/or tools for students in danger of dropping out of class due to unexpected expenses.

PERFORMANCE MEASURE 3.9 The names of students interviewed with confidential notes on assistance provided and copies of check requests and receipts will be on file.

One-Hundred bus coupons were purchased amd disseminated.

PROJECT ACTIVITY 3.10 The Student Services Specialist will provide a book reimbursement allowance for technical-content course books for women in nontraditional classes on a first-come, first-served basis based on the financial need.

PERFORMANCE MEASURE 3.10 Guidelines for disbursement of this benefit are on file.

Book reimbursements were provided to 23 students. Any student receiving a reimbursement was required to attend at least one workshop.

OBJECTIVE 4. Provide a mentoring system for WIT students, by other WIT students and women community role models.

PROJECT ACTIVITY 4.1 The student Services Specialist will be responsible for establishing and maintaining the mentoring system. WIT students in technical-content courses will be asked to mentor the students in the bridge curriculum. It is anticipated that a one-on-one match can be accomplished.

PERFORMANCE MEASURE 4.1 Recruit student mentors from among those presently enrolled in nontraditional courses, preferably in their second semester, and ask them to participate in a match with Project Opportunity (bridge curriculum) students. Each student mentor will be asked to call their mentee once per month to provide support and encouragement. A form will be mailed to each mentor for documentation of the telephone contact and further personal contact. Those who return their forms will be eligible for prizes during pizza parties funded by a corporate sponsor.

The mentorship program began during the spring semester due to lack of personnel in the fall. Students desiring a mentor must complete a Student Profile. Mentors were recruited from a pool of active Women in Technology participants and contacts made through instructors. Mentors must complete a Mentor Profile before a student match can be made. Profiles are compared to create matches based on common interests that extend beyond career choices whenever possible. See Appendices 11 and 12 for profile forms used.

The WIT student advisor recruited eight women for mentors, seven of which were either currently enrolled and near graduation or EPCC graduates working in their field. Five of these mentors have been successfully matched with Spring '95 Project Opportunity students. These mentors represent the following fields: 2 drafting, 1 fire technology, 1 plastics, 1 electronics. Mentors are required to contact the student via telephone at least twice per month. A description of the mentorship program was mailed to each mentor to help facilitate the program. See Appendix 13.

PROJECT ACTIVITY 4.2 Efforts will be made to find an employed role model to mentor each amenable WIT student in technical-content courses. (Some declared majors are still in remedial courses). When a woman in the specific nontraditional field cannot be found, another appropriate role model will be sought.

PERFORMANCE MEASURE 4.2 Recruit employed female role models to serve as mentors to amenable students enrolled in technical/vocational courses. Each mentor will be asked to call their mentee once per month to provide support and encouragement. A form will be mailed to each mentor for documentation of the telephone contact and further personal contact. Those who return their forms will be eligible for prizes during pizza parties funded by a corporate sponsor.

All mentors recruited are employed in their field. Eight mentors were recruited representing the following fields: 2 drafting, 2 electronics, 1 hazardous materials, 1 fire technology, 2 plastics. D.J. Plastics, a local plastic injection molding company, has worked with us to locate more women working in the plastics industry. Our largest demand is for mentors in this field. Women working in their fields were recruited more heavily than students to initiate the mentorship program. These contacts will establish a broader recruitment network for future mentors.

PROJECT ACTIVITY 4.3 The Student Services Specialist will set up and moderate one nontraditional occupational (NTO) role model panel each semester.

PERFORMANCE MEASURE 4.3 Each panel will be based on the NTO Role Model Panel format.

In August, 1994 Women in Technology participated in the Armed Forces Communication and Electronics Association (AFCEA) conference and trade show. During this event, WIT sponsored a panel discussion on the issue "Where the Jobs Are." Several community and business leaders participated as panelists including Jose Martinez from Rockwell International and a female police office from El Paso Police Department.

In January 1995 the WIT Coordinator, Project Opportunity Coordinator and two WIT graduates presented information about WIT and nontraditional fields as part of a Starlink Video conference. WIT also welcomed Dr. Cora Marrett of the National Science Foundation who presented a lecture for the student body. Finally, WIT co-sponsored the National Women's History Month Annual Photography Contest and Unsung Heroines award ceremony to help promote women's issues. See Appendices 14 - 18 for more detailed information on each event.

OBJECTIVE 5. Provide work experience (internship) opportunities to 4 single parents, (2 per semester) displaced homemakers, sex biased, or pregnant nontraditional student majors who have completed at least two nontraditional content courses in their field.

PROJECT ACTIVITY 5.1 The Internship Specialist will identify local businesses in cooperation with EPCC Placement Office that will participate in the program, and develop student applications and internship contract forms.

PERFORMANCE MEASURE 5.1 Confirm the support of 4 businesses per semester, each to contract for a 16 week/19 hour per week work (internship) assignment.

Due to lack of personnel no interns were placed during the fall semester. Our objectives require four interns placed for the year. During the spring semester five interns were placed. The interns represented the following fields: automotive (2), drafting (2), and hazardous materials (1).

Both automotive interns were terminated before completing their internships. The following problems were cited: lack of basic skills, lack of necessary strength, needed constant assistance and supervision. Future automotive interns will only be placed where on the job training is provided with supervision. Many dealerships and other large businesses use this method of training. A "Termination Action Evaluation" form was developed to ensure proper documentation and understanding of actions leading to and following this end. See Appendix 19.

To become an intern, students must have the equivalent of three semesters in their field and are required to complete an El Paso Community College employment application. This year an "Internship Development Plan" form was created to outline the internship objectives and the student's schedule. See Appendix 20.

PROJECT ACTIVITY 5.2 The Internship Specialist will recruit qualified students.

PERFORMANCE MEASURE 5.2 Obtain a listing of students currently enrolled and contact by newsletter or through phone calls.

The internship possibilities were advertised each semester in the WIT newsletter. Position announcements have been sent directly to qualified students' homes. Personal contact has been made via telephone. Three students initiated contact seeking internship opportunities.

PROJECT ACTIVITY 5.3 The Internship Specialist will conduct initial interviews with students, accept applications, create matches and broker contracts.

PERFORMANCE MEASURE 5.3 Orient student to program, assess child care and other needs. Make proper referrals and assignments.

All students are pre-screened before making contact with the training site. Applications are evaluated and students are encouraged to prepare a resume. During this initial interview, students are "trained" in proper interview techniques, in addition to being evaluated for the opening. All needs are assessed and addressed at this time.

PROJECT ACTIVITY 5.4 The Internship Specialist will provide one-on-one counseling sessions to students intern in conjunction with group counseling sessions for entire WIT student population to address gender workforce issues.

PERFORMANCE MEASURE 5.4 Arrangement for payment of work experience to interns and arrange for needed services.

All interns are required to attend the SEX and POWER (sexual harassment) workshop when their schedule permits. If their schedule does not allow attendance, one-on-one sessions with the student advisor are conducted..

PROJECT ACTIVITY 5.5 The Internship Specialist will closely coordinate the schedules of student interns to facilitate their service as WIT recruiters.

PERFORMANCE MEASURE 5.5 Each intern will be asked to serve as a WIT recruiter and accept recruiter assignments not in conflict with their class schedules.

Each intern is encouraged to also be a recruiter. Currently, three interns are also recruiters. Interns recruit occasionally. Their hours do not exceed 35 hours per week and do not conflict with work or class schedules.

PROJECT ACTIVITY 5.6 The Internship Specialist will conduct student follow-up interviews.

PERFORMANCE MEASURE 5.6 Document student's evaluation of the work experience.

Interns evaluate themselves mid-term and at the end of the internship. When the internship is complete, interns provide supplemental information about the internship experience and their employers with their self-evaluations. New evaluation tools were developed to facilitate this process. See Appendices 21 - 23.

PROJECT ACTIVITY 5.7 The Internship Specialist will conduct employer interviews regarding student performance.

PERFORMANCE MEASURE 5.7 Document employer's evaluation of student's performance.

Employers evaluate the interns mid-term and at the end of the internship. When the internship is complete, employers provide supplemental information about the internship experience and the student intern. New evaluation tools were developed to facilitate this process. See Appendices 24 - 26.

PROJECT ACTIVITY 5.8 The Internship Specialist will collate and evaluate data from employer interviews and student interviews.

PERFORMANCE MEASURE 5.8 Prepare written, summative evaluation.

Initially, five interns were placed. Due to the nature of the job requirements the training supervisor for the automotive interns did not think that the internships should continue. After careful research, both internships were terminated. We found that internships and/or on the job training for automotive mechanics typically require constant supervision. In the future, automotive internships will follow this mode of training. The other interns (2 drafting, 1 hazardous materials) were extremely successful. One drafting intern found employment with another company beginning at $8.00 per hour. The other intern could not be hired due to a slow down in business at the training site. However, the training supervisor is assisting in the job hunt because of her strong capabilities and good attitude. Another drafting student who intended to begin an internship found employment at $10.00 per hour before starting the program. Finally, the hazardous materials intern and her supervisor have requested an extension while they wait for possible job openings in August. This year's interns were very successful. New training sites and job shadowing possibilities are being developed for the new fiscal year. Work experience is essential to finding good employment. These successes greatly support our endeavors with this program.

Appendices

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Appendix 1

End of Year Report

WIT ACTIVITIES

DATE	DESCRIPTION/ACTIVITY	PARTICIPANT	ATTENDANCE	DURATION	CLASS.
07/20/94	UTEP/Y-O-U	JH	45	1.50	P
07/28/94	Project Opportunity Orientation	VDB	12	0.50	P
07/28/94	Project Opportunity Orientation	VDB	13	0.50	P
08/04/94	AFCEA Forum	Staff	35	5.00	P
08/20/94	Recruiter Orientation & Training	JH	9	2.50	P
08/30/94	Indian Ranch Middle School	JH	75	3.00	P
09/02/94	Sociology Class	JH	80	0.50	P
09/06/94	Electronics Class	JH	8	0.25	P
09/06/94	LEAD Orientation	JH	14	1.00	P
09/06/94	Fashion Class	JH	15	0.25	P
09/06/94	Electronics Class	JH	10	0.25	P
09/07/94	LEAD Orientation	JH	8	1.00	P
09/09/94	LEAD Orientation	JH	8	1.00	P
09/12/94	Leadership Survival Skills	JH	10	1.00	P
09/13/94	Leadership Survival Skills	JH	10	1.00	P
09/14/94	Department Human Services	JH	12	2.00	P
09/14/94	Leadership Survival Skills	JH	10	1.00	P
09/15/94	Leadership Survival Skills	JH	10	1.00	P
09/21/94	Leadership Survival Skills	JH	10	1.00	P
09/22/94	Sertoma Workshop	JH	7	1.00	P
09/23/94	Leadership Survial Skills	JH	10	1.00	P
09/26/94	Overcoming Stereotypes Workshop	JH	10	1.00	P
09/27/94	Overcoming Stereotypes Workshop	JH	10	1.00	P
09/28/94	LEAD "Overcoming Stereotypes"	JH	10	1.00	P
09/28/94	Overcoming Stereotypes	JH-	10	1.00	P
09/29/94	Overcoming Stereotypes	JH	10	1.00	P
10/04/94	El Paso Shelter Battered Women	JH	8	1.00	P
10/05/94	LEAD-Overcoming Stereotypes	JH	8	1.00	P
10/05/94	Occupational Education Division	VDB	35	0.50	P
10/06/94	Computer Information Systems Class	JH	20	1.00	P
10/06/94	Computer Information Systems Class	JH	20	1.00	P
10/06/94	Reading Class	JH	20	1.00	P
10/06/94	BASK Class	JH	20	0.25	P
10/06/94	Computer Information Systems Class	JH	20	1.00	P
10/07/94	Project Opportunity Self-Investment Clas	VDB/KA	17	1.00	P
10/10/94	LEAD-Self Esteem	JH	13	1.00	P
10/11/94	LEAD-Self-Esteem	JH	5	1.00	P
10/12/94	LEAD-Self Esteem	JH	13	1.00	P
10/24/94	LEAD-Stress Management	JH	10	1.00	P
10/25/94	LEAD-Stress Management	JH	13	1.00	P
10/26/94	LEAD-Stress Management	JH	10	1.00	P
10/27/94	LEAD-Stress Management	JH	2	1.00	P
10/29/94	EPCC Children's Piano Class	VDB	15	0.50	P
11/01/94	Advanced Technology Center	VDB/RO	20	0.50	P
11/01/94	FAA Site Visit	VDB	2	0.75	P
11/14/94	LEAD/Conflict Resolution	JH	9	1.00	P
11/15/94	BASK Class	JH	20	0.50	P
11/15/94	LEAD/Conflict Resolution	JH	9	1.00	P
11/16/94	LEAD/Conflict Resolution	JH	8	1.00	P
11/17/94	LEAD/Conflict Resolution	JH	8	1.00	P

Appendix 1 *(continued)*

End of Year Report

11/17/94	BASK Class	JH	28	0.50	P
11/18/94	EPCC Literacy Center	JH	19	1.00	P
11/18/94	Del Valle Career Day	LAR	60	3.00	P
11/21/94	BASK Class	JH	22	0.50	P
11/22/94	Project Re-Direction	JH	10	0.50	P
11/23/94	LEAD/Conflict Resolution	JH	9	1.00	P
11/30/94	LEAD/Conflict Resolution	JH	9	1.00	P
12/13/94	WOW Phone Interview	VDB	2	1.00	P
12/14/94	Project Opportunity Graduation	Staff	75	1.50	P
01/18/95	Project Opportunity Orientation	VDB/JM	8	0.50	P
01/24/95	STARLINK CONFERENCE/Austin	VDB/RO	50	1.50	P
02/07/95	Montwood High School	LAR	56	1.00	P
02/07/95	Montwood High School	LAR	56	1.00	P
02/13/95	Austin High School	MKB	5	0.50	P
02/16/95	Study Skills Class	JM	27	2.50	P
02/17/95	Dolphin Terrace Elementary	MKB	10	1.50	P
02/21/95	School Age Parent Conference/EPISD	MKB	24	4.00	P
02/22/95	NWHMC Reception for "Unsung Heroines"	VDB/RO	21	2.00	P
02/23/95	Dolphin Terrace Parent Group	MKB	10	1.50	P
02/23/95	Hillcrest Middle School	LAR	40	0.75	P
02/23/95	Sexual Harassment Workshop	JM	6	1.50	P
02/24/95	EPISD Student Parent Economic Class	MKB	11	4.00	P
02/28/95	Andress High School	LAR's	45	1.50	P
03/02/95	UNSUNG Heroines Awards Ceremony	Staff	200	4.00	P
03/03/95	Gender/Race Equity Math/Science Lecture	VDB	80	2.00	P
03/08/95	Career Exploration Workshop	VDB/RO/JM/LAR	16	2.00	P
03/11/95	Career Exploration Workshop	VDB/JM/LAR	7	2.00	P
03/13/95	ATC-EPISD Student Population	MKB	61	0.50	P
03/16/95	Thomas Manor elem Career Day	MKB	21	0.75	P
03/16/95	Thomas Manor Elem Career Day	MKB	28	0.75	P
03/16/95	Thomas Manor Elem Career	MKB	25	0.75	P
03/16/95	Thomas Manor Elem Career Day	MKB	23	0.75	P
03/16/95	Thomas Manor Elem Career Day	MKB	23	0.75	P
03/17/95	San Elizario Middle School	MKB/LAR	15	0.50	P
03/17/95	San Elizario Middle School	MKB/LAR	27	0.50	P
03/17/95	San Elizario Middle School	MKB/LAR	9	0.50	P
03/17/95	San ELizario Middle School	MKB/LAR	29	0.50	P
03/17/95	San Elizario Middle School	MKB/LAR	22	0.50	P
03/17/95	San Elizario Middle School	MKB/LAR	18	0.50	P
03/28/95	Photo Contest Award Ceremony	STAFF	40	1.50	P
03/29/95	Ranchland Hills Middle Career Fair	MKB	19	0.75	P
03/29/95	Ranchland Hills Middle Career Fair	MKB	16	0.75	P
03/29/95	Ranchland Hills Middle Career Fair	MKB	40	0.75	P
03/29/95	Ranchland Hills Middle Career Fair	MKB	11	0.75	P
03/30/95	YWCA Young Family conference	MKB	49	0.75	p
04/04/95	San Elizario Intermediate School	MKB	18	0.75	P
04/04/95	San Elizario Intermediate School	MKB	24	0.75	P
04/04/95	San Elizario Intermediate School	MKB	27	0.75	P
04/04/95	San Elizario Intermediate School	MKB	56	0.75	P
04/06/95	EPCC ESL Fair/Transmountain	MKB	26	0.50	P
04/10/95	"Sex & Power" Workshop	JM	7	1.00	P
04/17/95	"Sex & Power" Workshop	JM	9	1.00	P

Appendix 1 *(continued)*

End of Year Report

04/20/95	TX Council Workforce/Ed Competetiveness	VDB	30	1.00	P
04/24/95	League of Women Voters Panel Discussion	VDB	32	1.00	P
04/25/95	"Sex & Power" Workshop	JM	13	1.50	P
04/27/95	Crosby Elementary School	MKB	15	0.50	P
04/27/95	BASK Writing Class/VV	MKB	15	1.00	P
04/27/95	Crosby Elementary School	MKB	10	0.50	P
04/27/95	Crosby Elemtary School	MKB	12	0.50	P
04/27/95	Collins Elementary School	MKB	26	0.75	P
04/27/95	Crosby Elementary School	MKB	11	0.50	P
04/28/95	"Sex & Power" workshop	JM	27	1.00	P
05/12/95	Project Opportunity Graduation	VDB	11	1.00	P
05/12/95	Women's Professional Network	AB	50	1.00	P
05/21/95	NISOD	VDB	30	1.00	P
05/31/95	Self-Esteem Workshop	JM	22	1.50	P

Appendix 2

End of Year Report

August 3, 1994
Armed Forces Communications and Electronics Association AFCEA/El Paso, Texas

August 18, 1994
Women's Equality Day

September 24, 1994
NCOE Conference/Chicago, Illinois

October 7,1994
Texas Homeless Network BoardMeeting/Austin, Texas

January 19, 1995
Mariposa Curriculum Workshop/Lynnwood, Washington

January 23, 1995
Texas Higher Education Coordinating Board (THECB) STARLINK Conference/Austin, Texas

February 8, 1995
Workforce 2000 Conference/San Diego, California

March 4, 1994
AVA National Policy Seminar/Washington, D.C.

April 20, 1995
Texas Council on Education Competitiveness TCWEC meeting/Austin, Texas

April 21, 1995
Texas Homeless Network Board Meeting/Austin, Texas

May 3-5 1995
Women Work! Conference/Oklahoma City, Oklahoma

May 21-24 1995
National Institute of Staff and Organizational Development (NISOD)/Austin, Texas

Safety and Opportunity

COMMUNITY COLLEGE TIMES
THE AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
VOL. VII, NO. 3

El Paso College Leads Community With a New Way to Help Homeless

By Kara J. Cvancara

Although it may not be the most obvious, the greatest need for many homeless Americans is safety. They desperately want some place they can go and know they won't be mugged, where their precious few belongings won't be plundered, a place to take a shower, to use a phone and receive mail.

The seemingly minor things, a shower and an address, are significant helps to someone who is living on the street and looking for a way to become self sufficient and a job.

A partnership of 62 agencies initiated by El Paso Community College, TX, is providing the El Paso city's homeless with such a place. The El Paso Coalition for the Homeless opened its Opportunity Center last spring. The center, the only one of its kind in the Southwest and possibly the country, is continuing to add community partners and to improve the services it provides to hundreds of homeless people.

Victoria DiBenedetto, who spearheaded the effort, said its difficult to determine exactly how many people are homeless in El Paso, a city of about 600,000. But, a one-night survey recently showed 611 people were spending the night in homeless shelters. About 25 percent of the homeless are women with children, 15 percent are families who lack or have lost employment and 30 percent of the homeless in El Paso are children under the age of 18.

One of the greatest problems in El Paso is the number of imminently homeless people, particularly women, DiBenedetto said.

Hector Quintana, a graduate of the Culinary Arts Food Service Class offered at the Opportunity Center, poses with his certificate and his instructor, Rick Webb. The center also offers classes on building maintenance and life skills.

As the project director for the Women in Technology equity project at EPCC, DiBenedetto has come in contact with many women who are at risk of ending up on the street. They are "doubled up" with other women or families, they don't have a place of their own.

It is difficult to prepare these women for careers in male-dominated fields, or any field for that matter, when more basic financial and emotional needs are pressing, she said.

DiBenedetto enlisted the assistance of several service providers in the community to start thinking about a way to help. When they actually asked the homeless what they needed, the idea of an opportunity center was born.

There are a number of shelters in El Paso that offer a place for the city's homeless to sleep. The opportunity center is a day center in a convenient location where homeless people can get counseling, take language, literacy and life skills classes, get tutoring help for children, some health tests and gain work experience.

EPCC provides an on-site project director and education counselor and part-time employees to support the center, including clerical, maintenance and teaching help.

"In working with the El Paso Coalition for the Homeless, El Paso Community College is fulfilling its mission to provide education and training opportunities to all people, including the homeless," said EPCC President Adriana Barerra.

The project began with a Carl Perkins discretionary grant that the college competed for on a state level. But since the grant only paid for the center's staff for one year, the coalition has held fund raising events, solicited donations and earned several community development grants to keep the project going.

In July, the city council awarded $400,000 in Urban Development Action grant funds to allow the coalition to purchase the center building.

Exemplary Programs Competitions

Annual Exemplary Programs competitions of the National Council of Instructional Administrators

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IF YOU ARE FEMALE, YOU SHOULD KNOW THAT...

• Whether or not you marry or have children, you will probably be working for pay outside your home for a large part of your life:

- *40 years if you are single*
- *40 years if you marry but have no children*
- *25-28 years if you marry and have children*

• You will probably need to work to help support yourself and your children or to contribute to your family's income.

• You are more likely than a male to be limited to low paying jobs with little chance for advancement unless you consider more than just the traditionally female occupations and unless you obtain the education and/or training you will need to prepare for them.

Source: HORIZONS (Occupational Information, 1982 Edition)

MOST PEOPLE WANT_____

- ***Higher Wages***
- ***Career Advancement Opportunities***
- ***Better Benefits***

PEOPLE ALSO WANT_____

- ***Excitement***
- ***Challenges***
- ***Success***

El Paso Community College

HIGH SCHOOL OPPORTUNITIES

El Paso Community College also works with high school students prior to graduation as a way to encourage early WIT program participation for those students who qualify.

"THE 2+2 PROGRAM" begins with two years training during high school and continues with two years at El Paso Community College in either ELECTRONICS TECHNOLOGY or DRAFTING AND DESIGN TECHNOLOGY. The extra education you receive in high school allows you to pursue an advanced associate degree at EPCC. Ask your high school counselor for more information.

ARTICULATED COURSES: A HEAD START-If you recently graduated from high school, you may be eligible to receive college credit for technical courses taken in high school. Ask your instructor or counselor about petitioning for college credit at EPCC.

El Paso Community College --
Celebrating 25 Years of Service to Our Community.

El Paso Community College offers over 130 programs of study to earn an associate degree or certificate of completion. We serve 19,000 credit and 6,000 non-credit students each semester at our three campuses, five instructional centers and satellite sites throughout the County.

We're here for you.

El Paso County Community College District does not discriminate on the basis of race, color, national origin, religion, gender, age or disability

CREDIT PROGRAMS

You can earn your Associate of Applied Science degree in one of the following credit programs.

AUTOMOTIVE TECHNOLOGY-The cars of the future will require sophisticated computer diagnostics and technicians trained to evaluate and repair complex systems. Through the flexible entry plan, you can enter the program at any time. In addition, qualifying students can work at local car dealerships and gain "on the job" training while they attend classes.

DRAFTING AND DESIGN TECHNOLOGY-Every aspect of high technology depends on qualified drafting technicians and designers. You'll learn manual drafting and the latest computer-aided drafting (CAD) in this program.

ELECTRONICS TECHNOLOGY-Our society has integrated computers and automation into every aspect of business and industry. With such a reliance on sophisticated technology, training in the field of electronics is a must. This program can prepare you for a variety of areas, from communications systems and microcomputers to industrial applications.

FIRE TECHNOLOGY-Learn the science of fire and its destructive nature. Work toward a degree that will enable you to contain and eliminate fires and fire hazards, saving lives, property and our natural resources.

HAZARDOUS MATERIALS TECHNOLOGY-Earn a degree that promotes environmental protection and safety in the work place. Training in this area includes studying safety regulations, hazardous materials handling and disposal and the use of this information in emergency situations.

HVAC-Equip yourself with skills to diagnose and solve problems in most heating, refrigeration and air conditioning systems. This program allows you to earn your associate degree or earn certificates in specific areas with flexible entry and exit plans.

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WOMEN IN TECHNOLOGY (WIT), a program at El Paso Community College, strives to enhance your educational opportunities with student support services and a non-biased, gender equity attitude.

WIT goals are:

1. To encourage women in the pursuit of nontraditional careers because of the realistic advantages these careers offer.
2. To advance gender equity and knowledge of related issues while promoting nontraditional careers and education.

Moving toward the 21st century,
ANYONE with education and training can
work in TECHNOLOGY!

Whether you are a single parent, part of a low income family, going through a divorce, graduating from high school or just want a different and better career, **WIT** will help you succeed!

WIT provides:

- Career exploration and counseling.
- Child care assistance in cooperation with local agencies.
- Job information and preparation through the EPCC Job Placement and Cooperative Education Center.
- Referral services to help you with special needs.
- Free tutoring in your field.
- Paid work assignments as a student recruiter.
- Technical book reimbursements up to $50 per semester for qualifying low-income students.
- Supportive mentors who offer advice and encouragement.
- Internship opportunities to gain valuable work experience.
- A team of highly motivated people who will provide a supportive learning environment and assistance in decision-making.

In addition to these extensive program services, WIT offers the following options to enhance your education:

PROJECT OPPORTUNITY, a division of WIT, offers a "bridge curriculum" to help students prepare for advanced training in technical fields. This pre-arranged semester consists of entry-level math, an introductory course in your major, technical applied physics (to teach terminology) and a self-investment course.

The Leadership and Equity Attitude Development (LEAD) workshop series further complements your education beginning with a team-building orientation followed by five courses designed to equip participants with the tools needed for leadership, overcoming stereotypes, self-esteem, stress management and conflict resolution. *(NOTE: Women and men majoring in nontraditional fields who request assistance for books and supplies, in addition to demonstrating financial need, must also participate in at least one workshop.)*

Grants are available through special funds provided by *Rockwell International* to eligible applicants. To qualify for a grant, students must be a first-time WIT enroller and demonstrate financial need according to federal guidelines.

FOR MORE INFORMATION CALL 757-5073

W.I.T.
WHERE THE WOMEN ARE
WHERE THE DOLLARS ARE
WOMEN IN TECHNOLOGY

ADVANCED TECHNOLOGY CENTER

Noncredit areas offered at the EPCC Advanced Technology Center include the following programs. Call 594-2353 for information and tours.

AUTOMATION & CONTROL. In a world run by electricity and computers, apply your skills to solving technical problems. Earn certification as you learn about electrical circuitry and how to program systems for production.

INDUSTRIAL MAINTENANCE. Safety and repair are necessary measures for any industrial society. Through this program, you will learn skills for maintaining equipment efficiency and making equipment safe in the workplace.

PLASTICS TECHNOLOGY. El Paso produces about 30% of all plastics in the country. With this six-month program, you can learn to operate industrial equipment and determine needs for design and quality control, enabling you to seek employment in this field.

PRECISION MACHINING. Problem-solving skills and creativity can help you master this career. Learn how to work with blueprints, produce layouts, perform measurement operations and use the milling machines and lathes.

OTHER TRAINING OPPORTUNITIES

The following noncredit programs are offered at either the Rio Grande Campus or the Northwest Center of El Paso Community College.

SEWING MACHINE REPAIR. For a career in the factory apparel industry, learn how to repair the machines that run the business. Learn about the numerous sewing machines used today, their unique functions and how to repair them effectively.

WELDING TECHNOLOGY. Learn entry level welding skills as you work with various metals and materials using ARC, MIG and TIG processes.

MATERIAL HANDLING AND WAREHOUSE OPERATIONS. As the industrial market continues to grow in the El Paso-Juarez area, the need for skilled warehouse employees grows. Discover and master the functions associated with maintaining, organizing and achieving safety and efficiency in a company warehouse.

If you are already in the workforce but would like to update your skills or expand your training in related technological fields, El Paso Community College can help you.

THE CONTINUING EDUCATION IN TECHNOLOGY program provides a wide range of courses in new employee training and updating skills. You need not be a student at EPCC to enroll in these classes and you can earn continuing education units (CEUs). Classes are offered days, evenings and weekends to accommodate your work schedule.

Appendix 5a

End of Year Report

MINUTES
Women in Technology /Project Opportunity
Advisory Board Meeting
October 7, 1994

ATTENDEES:

Carmen Wright/Texas Department of Human Services
Allen Long/Socorro Independent School District
Terry Wyatt/TW2 Events, Inc.
Cecilia Grant/El Paso Technical Center
Tita Yanar/UTEP Mother-Daughter Program
Luz Estrada/Texas Employment Commission
Gary Golucke/The Academy of Science and Technology
Jose Martinez/Rockwell International
Dr. Anna Auvenshine/Texas Higher Education Coordinating Board

El Paso Community College Support Group

Dr. Adena Losten/Executive Dean Valle Verde Campus
Joan B. McCollister/Director Special Programs
Terry Squier/Director Advance Technology Center
Al Lawrence/Administrator Carl Perkins Grants
Victoria Di Benedetto/Program Director Women in Technology
Rachel Ortiz/Program Coordinator Women in Technology
Joanna Holladay/Specialist Women in Technology
Lorena Gonzales/Assistant Project Opportunity
Hope Ordaz/Secretary Woman in Technology
Nellie Mejia/Secretary Project Opportunity

I. WELCOME/INTRODUCTIONS

Victoria Di Benedetto welcomed new members and asked all present to introduce themselves. New members included:
Cecilia Grant/El Paso Technical Center
Gary Golucke/The Academy of Science and Technology
Tita Yanar/UTEP Mother-Daughter Program
Terry Wyatt/TW2 Events, Inc.

Dr. Anna Auvenshine representing the Texas Higher Education Coordinating Board was introduced. She commended the WIT program on its strength and good work.

Appendix 5a *(continued)*

End of Year Report

II. SPECIAL THANKS

Ms. Di Benedetto expressed her thanks to the board members who had supported the program's activities since the last board meeting. These activities included the Megatrends Starlink, the Project Opportunity graduation in June, and the Armed Force Association Annual Convention at the Civic Center, which featured a forum on where the jobs in technology are.

Ms. Di Benedetto thanked Mr. Jose Martinez, from Rockwell Int. for the $4,200 student scholarship grant, for first-time EPCC enrollees. She explained how important this money was to the WIT program since the Private Industry Council monies were not forthcoming for credit area students for the Fall 1994 semester. It was mentioned that WIT's attempt to initiate a loan program for the Rockwell Scholarship fund was denied by the EPCC Financial Aid office. Instead the student's emergency loan was extended to cover the entire tuition. Much of the Rockwell money was used this semester leaving a balance of $785 in the account. 14 students, an average of $323 per student, benefited from the Rockwell Scholarship.

III. WIT/PROJECT OPPORTUNITY END-OF-YEAR REPORTS

Ms. Di Benedetto pointed out the following facts from the WIT end-of-year report.

- While enrollment has increased, there has been a decrease in the non-credit area students mostly due to graduation.

- The number of presentations and networking done during the year were discussed.

- A survey to assess men's needs in nontraditional fields was created by Rainbow Dawn Di Benedetto, as a research project while attending the University of Texas at Austin. Dr. Romeo Di Benedetto, sociologist at EPCC, evaluated the instrument. The survey was sent to 739 men, 92 were returned. The top three support services they would like assistance in were book/supplies, childcare, and workshops.

- According to a recent study conducted at the University of Texas at Austin, men in nontraditional areas do not experience the glass ceiling effect as women in nontraditional areas. As a matter of fact, men usually find themselves being mentored by upper management men and are then escalated to higher positions with higher pay.

- Book reimbursements will be available for both men and women who meet the necessary requirements. If a student is not receiving Federal Pell Grant assistance he/she must justify their need for assistance. All students must also attend two of the LEAD (Leadership Equity Attitude Development) workshops.

Appendix 5a *(continued)*

End of Year Report

Joanna Holladay:

Discussed the new WIT newsletter that was mailed to all nontraditional students (male and female) in credit and non-credit areas.

Discussed LEAD workshops, which are comprised of 5 parts: Orientation, Leadership Survival Skills, Overcoming Stereotypes, Self-Esteem Building, Stress Management, and Conflict Resolution.

Discussed the Recruiter Handbook which includes the policies and procedures for the student recruiters who make presentations out in the field.

Commented on the book, "Revolution From Within", by Gloria Steinem.

Explained how the posters from the Washington State Equity Center had been reproduced with permission to include the WIT and college logo and were distributed to area schools.

Introduced the new WIT brochure.

Announced upcoming WIT events:
Marketplace '94
TACSAP (Texas Association Concerned with School-age parent-hood Program)
Spooktacular Children's Fair
Presentations in conjunction with the literacy program.

Terry Wyatt suggested that the LEAD workshop material could be disseminated to area high schools.

Rachel Ortiz:

Introduced Project Opportunity staff members Lorena Gonzales, and Nellie Mejia.

Thanked the following board members for their assistance with the program:
Ms. Carmen Wright supplied Day Care assistance for students who qualified for DHS services and could not receive EPCC day care assistance because funds had depleted.

Mr. Terry Squire supplied a room at the Advance Technology Center for the Technical Applied Physics class. He also placed a workstudy student with Mr. Kozma, the plastics instructor.

Mr. Allen Long, for referring students to our program. Most recently, Ms. Diane Medina, Department head at Montwood High School who will tour the ATC on Tuesday, November 1, from 9-11a.m. WIT and Project Opportunity will give a presentation to this group of 20 vocational education instructors after the tour. Another referral, Ms. Yolanda Armijo will give a presentation at the Texas A & M

Appendix 5a *(continued)*

End of Year Report

extension service in November on Women in Technology and Project Opportunity

Ms. Grant and Mr. Golucke, for accepting Project Opportunity workstudy students at their schools.

Discussed the end-of-year report, pointing out that the Spring semester yielded 53 applications from which 25 students were selected to participate in the program. 16 students completed the program and graduated.

For the Fall 1994 semester, 67 applications were received from which 20 students were selected to participate in the program. 15 are currently attending classes, 5 dropped out of the program. The reasons were discussed. Mr. Long expressed the uncertainty of working with our population. Family pressure is evident and sometimes overcomes the student's desire to make advancements in life. Mr. Long mentioned that self-esteem must be present in the student or they will not accomplish much.

Discussed the student workstudy program where students work 8 hrs. per week, earn minimum wage, and are placed in technical departments within the college and area high schools.

Announced the upcoming "Precision Machining Career Night" and encouraged the WIT staff to attend so that information can be relayed to students.

Lorena Gonzales:

Thanked Ms. Di Benedetto for appointing her to her position as Project Opportunity Assistant.

Described the Self-Investment class profile of students with low self-esteem. She explained how the class instilled the ideas of career goals with positive aptitudes and attitudes. Class objectives were reviewed.

The VICA program objectives were explained, along with the October 22nd activity to provide assistance to the El Paso Child Crisis Center.

Discussed upcoming events and speakers to include: 3 day CPR and first aid workshop, Shahily Martinez-Library skills, Ms. Alice Son and Carmen Contreras from the State National Bank, Ms. Martha Toscano from the El Paso Public Library, Ms. Denese Watkins with "On being yourself" workshop, Mrs. Dorothy Peca with the league of women voters, Ms. Margaret Perez from the Better Business Bureau, and Ms. Joanna Escarcega on how to stay debt free.

Mr. Long expressed the importance of a program such as ours on the secondary educational level.

Appendix 5a *(continued)*

End of Year Report

Carmen Wright discussed the Community Investment Program, a venture between The Department of Human Services, Community Employers and The Department of Human Resources clients. Unemployed clients are given an opportunity to enter the work environment on a volunteer basis. She also expressed the importance of having programs such as Women In Technology and Project Opportunity supported by the state.

Ms. Di Benedetto discussed the National Allied of Business Conference she recently attended. (See attachment)

Mr. Luz Estrada, discussed the ALEX (American Labor Exchange) system that is currently available. This is a computer listing of different jobs in the area and across the United States. The Texas Employment Commission has plans to make employment services available by telephone. This will link the client to employment information such as labor laws and how much a certain position pays.

VI. COMMENTS BY DR. AUVENSHINE

We must be sensitive to the social aspects of family traditions and cultural differences from which our students come. This must be taken into consideration. Validity of how well they listen to us is how well we treat them and how well they work with us.

She suggested adding more business and industry members to our board. These members will be able to give input as to skills their employees need and perhaps even give money in form of scholarships.

She encouraged any type of mentorship programs be developed and used. Continue presentations, exhibits, and workshops. The population is out there.

She commended the programs for a super job.

VII. CLOSING

Appendix 5a *(Continued)*

End of Year Report

ANNUAL WORKFORCE CONFERENCE OF THE NATIONAL ALLIANCE FOR BUSINESSMEN

SIGNIFICANT POINTS MADE BY:
DR. AUGUSTA KAPPNER, ASST. SECRETARY OF VOCATIONAL AND ADULT EDUCATION:

1. EMPLOYERS AND EDUCATORS DECRY LACK OF BASICS SKILLS: READING, WRITING, MATH AND COMMUNICATION.

2. EDUCATORS HAVE BEEN TAKEN TO TASK FOR BASIC SKILL EDUCATION.

3. 1917--SMITH-HUGHES ACT--GOVERNMENT GOT INVOLVED IN VOC ED--IT WORKED WELL AS LONG AS VOCATIONAL EDUCATION WAS 20% OF POPULATION ALONE.

4. 60'S CONCERN FOR THOSE LEFT BEHIND LED TO SET-ASIDES FOR DISADVANTAGED, WHICH LED TO STIGMA BECAUSE NO PARENT WANTS A CHILD TO GO INTO A SECOND-CLASS TRACT.

5. INCREASE IN ACADEMIC STANDARDS---BUT MANY LEFT BEHIND.

6. MOST STUDENTS FOUND SELVES IN NON-FOCUSED MIDDLE TRACK--WITH NO PREPARATION FOR AN OCCUPATION OR FOR COLLEGE.

7. BACCALAUREATE DEGREE HOLDERS MAKE 80% MORE $, BUT MANY STILL WAITING TABLES. MANY STILL NEED A TECHNICAL DEGREE TO GET INTO THE WORKFORCE.

8. SCHOOL-TO-WORK A MISNOMER: NO ONE IS GOING FROM SCHOOL TO WORK ONLY, IT'S A LIFE-LONG PARTNERSHIP CYCLE OF STW TO STW, ETC.

9. STW FOR ALL STUDENTS--ALL WILL NEED SOME POST/SECONDARY STUDY WITH MENTORING BEING AN IMPORTANT FACTOR.

10. BUSINESS MUST TACKLE WORKING WITH ADOLESCENTS.

11. COMMUNITY COLLEGES MUST THINK ABOUT ADVANCED TECHNICAL DEGREES.

12. STW IS NON-PRESCRIPTIVE--GOVERNMENT'S WAY OF LENDING SUPPORT TO BOTTOM-UP EFFORTS.

13. NEW APPRECIATION BY STATES IN CAREER AWARENESS AND EXPLORATION. EXAMPLE: A "FRESHMAN FOCUS" CLASS IN CALIFORNIA.

14 DOL, AND HHS REPRESENTATIVES SIT ON DOE COMMITTEES IN DISCUSSING CP REAUTHORIZATION.

15. ALL STATES CAN APPLY FOR 5-YEAR IMPLEMENTATION GRANTS AND WAIVERS ARE AVAILABLE WHEN POLICY BARRIERS APPEAR.

16. STW IS CREATING A FRAMEWORK OR RE-ENVIRONMENT FOR STATES TO CREATE A SYSTEM OF EDUCATION AND EMPLOYMENT.

Appendix 5a *(Continued)*

End of Year Report

SIGNIFICANT POINTS BY ROBERT REICH, SECRETARY OF LABOR:

1. MORE AND MORE AMERICANS ARE SEEING A DECLINE IN THEIR WAGES, BENEFITS AND JOB SECURITY.

2. TWO PERCENT OF AMERICANS ARE SHOWING AN IMPROVEMENT IN PRODUCTIVITY, BUT MOST AMERICANS ARE NO BETTER OFF.

3. IN THE PAST AMERICANS WERE BOUND TOGETHER BY: FEAR OF ENEMY,(WHICH STOKED OUR SENSE OF PURPOSE), ECONOMIC PROMISES THROUGH WORK, (SUCCESS CAME BECAUSE OF THE QUALITY OF FORMAL EDUCATION AND THE ABILITY TO LEARN ON THE JOB).

4. FIFTEEN YEARS AGO MEN MADE 49% MORE $ WITH A COLLEGE DEGREE. TODAY 83% MORE.

5. UNEMPLOYMENT IS TOO LOW TO CONTAIN INFLATION.

6. NEARLY EVERY LEADER IN AMERICA TODAY HAS BECOME A LIGHTNING ROD FOR PUBLIC FRUSTRATION AND THE GROUND IS FERTILE FOR THOSE WITH SIMPLISTIC SINISTER SOLUTIONS. E.G., TALK RADIO--"THAT OTHERWISE SPARKLING TRIBUTE TO FREE EXPRESSION"!

7. EVERYONE NEEDS A STAKE IN THE ECONOMY.

8. ROLE OF PRIVATE SECTOR: TWO REASONS TO EXPECT IMPROVEMENT

   A. SKILLED AND DEDICATED WORKFORCE MUST BE TREATED AS ASSETS TO BE DEVELOPED, RATHER THAN COSTS TO BE CUT.
   B. NEW MARKETS DEVELOPING.

9. OUR GOVERNMENT IS COMMITTED TO MIDDLE CLASS PROSPERITY.

10. THIS IS HIS FIRST STOP ON A CAMPAIGN TO STRESS THE URGENCY OF THE OTHER SIDE OF THE COMPOUND BY ENCOURAGING THE PRIVATE SECTOR TO INVEST IN THE SKILLS AND DEVELOPMENT OF THE AMERICAN WORKFORCE.

11. HOW?

   A. BY SPENDING A SMALL PORTION OF PAYROLL TO UPGRADE EMPLOYEE SKILLS.
   B. BY MORE CO-OPERATION AGREEMENTS TO SHARE THE COST OF WORKFORCE TRAINING. (IF ANTI-TRUST PROBLEMS ARE CREATED, COMMUNICATE THAT TO THEM)
   C. REWARDS
   D. COLLABORATIONS FOR MORE APPRENTICESHIPS
   E. MORE TAX INCENTIVES FOR INVESTMENTS IN HUMAN CAPITAL.

12. HE CLOSED BY RECOGNIZING THE BUSINESS MEN AND WOMEN OF AMERICA AS THE LEADERS IN WORKFORCE TRAINING AND ASKED THEM TO JOIN IN A DEBATE AND WORK TOGETHER TO UPGRADE THE SKILLS AND CAPACITIES OF THE AMERICAN WORKFORCE. HE ASKED THEM TO NURTURE A NEW MIDDLE CLASS.
    VP OF NAB THEN REC'D EA. CO. TO INVEST 3-6% ASSETS IN WORKFORCE!!!

Appendix 5b

End of Year Report

WIT/PROJECT OPPORTUNITY
ADVISORY BOARD MEETING
May 19, 1995
MINUTES

The Advisory Board held its second meeting on Friday, May 19, 1995 at 9:00 a.m. in room c-003 at the Valle Verde campus of El Paso Community College.

I. WELCOME

Joan McCollister welcomed everyone and apologized for Vicki Di Benedetto's absence but she is ill. She asked everyone present to introduce themselves:

Jose Martinez, Rockwell International
Luz Estrada, Texas Employment Commission
Mary Brannon, EPCC WIT Specialist
Joanna Moore, EPCC Program Student Advisor
Carmen Wright, Department of Human Services
Tita Yanar, UTEP Mother-Daughter Program
Al Lawrence, EPCC Carl Perkins Administrator
Terry Squier, EPCC Advanced Technology Center
Rachel Ortiz, WIT Project Opportunity
Joan McCollister, EPCC Special Programs
Nellie Mejia, Project Opportunity Secretary
Hope Ordaz, WIT Secretary

II. REPORTS

Al Lawrence
Discussed WIT CP funding sources including the Allocation which EPCC distributes within the college and the discretionary, which is acquired on a competitive basis throughout the state. There are 24 different programs at EPCC, and WIT has been an integral part of the master plan.

Joanna Moore
Discussed her new duties as the Program Student Advisor and the objectives of the grant which include placing 4 interns, 2 per semester. There have been 3 interns placed and one is pending. Carmen Wright asked that Department Human Services be considered when interns are being placed.

The mentorship program has begun and five students have been matched with mentors in different fields. These mentors are graduates of Project Opportunity.

Appendix 5b *(continued)*

End of Year Report

Distributed an analysis that she wrote on "Women in Technology - A Situation Analysis"

Discussed the new workshop entitled "Sex & Power" which examines sexual harassment through role playing, impromptu skits and groups discussions. Five workshops have been conducted.

Discussed the legislation update:

HR 4: Jobs programs which allow welfare recipients to receive benefits while getting education and/or training for employment have been cut.

Although "putting able bodies to work" is a noble idea, forcing "able bodies" into minimum wage jobs will not alleviate the problems.

HR 4: Childcare provisions that enable recipients to go to work or to school have been cut.
The jobs people will be compelled to take without education or training will barely cover the bills much less pay for childcare.
HR 4: Block grants are being proposed for most government programs, welfare included.
The new system will force state agencies to ration money and benefits and turn people away if the resources become exhausted, regardless of their situation.
A campaign letter was distributed to encourage everyone to write to our Senators.
We must voice our opinion to make any difference in the outcome to this legislation.

Mary Brannon

Discussed her responsibilities as the new WIT Specialist and the completed activities which include:

Forty-Six presentations and/or events have been completed including "1995 Generation 2000"

Team teaching and tutoring Project Opportunity students in the Technical Applied Physics class with instructor, Jim Busalacchi.

A one year grant proposal was submitted to the Ysleta Independent School District in conjunction with Desertaire Elementary School for a "Parent to School" program.

Several data accumulation activities have been completed including the

Appendix 5b *(continued)*

End of Year Report

Rockwell Scholarship telephone survey, student master file data on enrollment and the 1994-95 End of Year report information.

Lorena Gonzales

Discussed the Self-Investment course which includes topics such as: resume writing, sexual harassment, diabetes prevention, banking procedures. This year a new section has been added and that is dictionary usage.

This year a new company was contracted to give the First Aid Workshop, since it provides the student with a card from the U.S. Labor Department.

Rachel Ortiz

Discussed the Live STARLINK trip that involved two students, Maria Orduno and Lynn Cordova.

Discussed WIT and Project Opportunity as successful programs and asked everyone to review their student survey that was included in the packets.

Rachel asked everyone for input on whether to include a "Domestic Violence" session in the Self-Investment course or not. Both Jose Martinez and Carmen Wright agreed that it would be a worthy addition.

The Vocational Industrial Clubs of America (VICA) has been incorporated into our program. This program stresses five areas of competencies: Resources; Interpersonal Skills; Information; Systems and Technology. The first semester these students worked with the Child Crisis Center. The second semester the students had three major project: 1) Clothes drive, 2) bake sale (funds were used to purchase a television set to be donated to the migrant workers and 3) the students organized and produced a dinner for the homeless people at the Occupational Opportunity Center. The students also produced a video to be used as a promotional tool.

The Self-Investment class will be taught at two off-campus locations, Socorro Independent School District Community Education Center and the Academy of Science and Technology in the Ysleta Independent School District. Booth of these districts have the population that we need to recruit from. The video was viewed by everyone present.

IV. ADJOURNMENT

Joan McCollister adjourned the meeting and thanked everyone for their attendance.

Minutes submitted by Hope Ordaz, WIT Secretary

Appendix 6

End of Year Report

WIT ACTIVITIES

DATE	DESCRIPTION/ACTIVITY	PARTICIPANT	ATTENDANCE	DURATION	CLA
08/02/94	AFCEA Conference	JH	100	8.00	E
10/19/94	TACSAP	JH/LAR	59	32.00	E
10/22/94	Spooktacular Children's Fair	LAR's	1400	8.00	E
11/22/94	ESL Expo	JH	53	4.00	E
12/02/94	Riverside High School	LAR	40	4.00	E
12/05/94	Riverside High School	LAR	110	2.00	E
12/05/94	Canutillo High School	LAR	87	2.00	E
12/05/94	Parkland High School	LAR	76	2.00	E
12/05/94	Andress High School	LAR	92	2.00	E
12/06/94	Coronado High School	LAR	63	2.00	E
12/06/94	Irvin High School	LAR	100	2.00	E
12/07/94	Ysleta High School	LAR	145	2.00	E
12/07/94	Bel Air High School	LAR	130	2.00	E
12/07/94	Del Valle High School	LAR	120	2.00	E
12/07/94	Clint High School	LAR	147	2.00	E
12/07/94	EPCC/Career Day	LAR	150	2.00	E
12/08/94	Montwood High School	LAR	125	2.00	E
12/08/94	Eastwood High School	LAR	100	2.00	E
12/09/94	Bowie High School	LAR	100	2.00	E
12/09/94	Austin High School	LAR	65	2.00	E
12/09/94	Jefferson HIgh School	LAR	136	2.00	E
12/09/94	Burges High School	LAR	127	2.00	E
01/21/95	Teen Expo Children's Fair	LAR's/JM	150	8.00	E
01/22/95	Teen Expo Children's Fair	LAR's/JM	150	8.00	E
02/23/95	El Paso Housing Authority	LAR	111	4.00	E
03/01/95	EPCC Career Fair Rio Grande Campus	LAR/MKB	42	4.50	E
03/30/95	YWCA Young Family Conference	MKB	17	4.50	E
04/05/95	Generation 2000		150	4.00	E
04/06/95	Transmountain ESL Career Fair	MKB	95	1.50	E
04/06/95	Generation 2000		200	4.00	E
04/06/95	EPCC ESL Fair/Transmountain	MKB	16	4.00	E
04/07/95	Generation 2000		100	4.00	E
04/07/95	Generation 2000 Fair	LAR/MKB	122	8.00	E
04/08/95	Generation 2000 Fair	LAR/MKB	122	8.00	E
04/09/95	Generation 2000 Fair	LAR/MKB	122	8.00	E
04/21/95	EPCC Earth Day	LAR	24	4.00	E
04/22/95	Chamisal Memorial Earth Day	LAR/MKB	38	4.00	E
04/28/95	Bradley Elementary School	LAR	55	2.00	E
05/11/95	YISD Community School Program	MKB	38	4.00	E
05/12/95	Project Opportunity Self-Invest Class	MKB/JM	27	1.00	E
05/18/95	Schuster Elementary School	MKB	36	1.25	E
05/18/95	Dowell Elementary School	LAR	90	3.00	E

BEST COPY AVAILABLE

Appendix 7a

End of Year Report

Rockwell Scholarship Student Survey

The Women in Technology Program at the El Paso Community College is currently seeking information from Rockwell Scholarship recipients to better understand the full effect of this scholarship program.

1. Did you receive scholarship funds for one of the following; If so, what area/program.

   2 year Associates Degree_____ _____

   Certification Program_____ _____

   Non Credit Training Program_____ _____

2. Was there any other program that helped you with funding as a supplement to the Rockwell Scholarship? (example: PIC, Pell, Peyton FOUNDATION) _____

3. Do you feel your educational experience is/was beneficial?
   _____

4. What are tour future educational plans?_____
   _____

5. Are you currently employed in your field?_____

6. What are your future employment goals?_____

7. At what point towards your goals are you? (example; time line 2nd semester, 5th month, etc.)
   _____

8. How can WIT help you to achieve these goals?_____
   _____

9. Would you care to comment on your INSTRUCTORS appreciation/sensitivity of your unique position as a woman in a NON-TRADITIONAL field?_____
   _____

10. Are there any INSTRUCTORS you would NOT recommend to other women students?_____

    Why?_____

11. Are there any textbooks which you feel should be replaced do to unfair or biased representation of the subject matter?
    _____

    Any Specific examples?_____

Appendix 7b

End of Year Report

ROCKWELL SCHOLARSHIP RESULTS
1994/1995

The results of the 94/95 Rockwell Scholarship Survey are as follows:

Number of Applicants: 20 = 100%
Number of students receiving Scholarship assistance: 10 = 50%
Number of students successfully contacted: 14 = 70%

2 students without phones were contacted by mail, no response.
4 students moved with no locating data available.

Question 1: Did you receive scholarship funds for one of the following; If so, what area/program?

Seven students were seeking 2-year Associate Degrees in: Drafting, Electronics, Hazardous Materials, Plastics

Three students were in a non-credit training program

Question 2: Was there any other program that helped you with funding as a supplement to the Rockwell Scholarship? (example: PIC, PELL, PEYTON, FOUNDATION)

Four students were receiving PELL Grant dollars

Four were receiving no additional assistance at this time

Two are receiving additional funds from the Peyon Foundation

Question 3: Do you feel your educational experience is/was beneficial?

All the students surveyed agreed that their educational experience would be beneficial to their future and their life direction.

Question 4: What are your future educational plans?

Five students plan to continue/complete their chosen program and seek employment in that field.

Three students plan to complete their Associate Degree program and pursue Engineering curriculums at NMSU or UTEP.

Two respondents are considering a change of major.

Question 5: Are you currently employed in your field?

One student is currently employed full-time in her field and two are seeking employment. Six of the respondents feel they do not have the adequate education in their field to seek employment at this time.

Appendix 7b *(Continued)*

End of Year Report

Question 6: What are your future employment goals?

Three students desire to pursue employment in a nontraditional area.

Four students felt unsure due to that fact they were just beginning their educational career.

One student will seek supervisory position.

One student will attempt to own her own business.

Question 7: At what point towards your goals are you?

One students has completed 6 credit hours.

One student is in her third month.

One student is in her first semester.

Three students are in their second semester.

Two students are in their third semester

One student has completed her program.

Question 8: How can WIT help you to achieve these goals?

Some of the suggestions are as follows:

More detailed career investigation, i.e., information about what a career field will be like and possible choices within the field.

More detailed information from counseling regarding the component of technical classes.

Tours of El Paso's industry areas.

List of El Paso companies in the technical area.

Question 9: Would you care to comment on your INSTRUCTORS appreciation/sensitivity of your unique position as a woman in a NON-TRADITIONAL field?

All the students surveyed gave praise and appreciation for faculty members and staff. Overall attitude is that EPCC has some very outstanding instructors for women pursuing a nontraditional career.

Question 10: Are there any INSTRUCTORS you would NOT recommend to other women students?

There were none.

Question 11: Are there any textbooks which you feel should be replaced do to unfair or biased representation of the subject matter?

The respondents served did not fill any textbooks should be replaced due to unfair or biased representation of the subject matter.

Appendix 8

End of Year Report

WOMEN IN TECHNOLOGY
CAREER EXPLORATION SEMINAR

WELCOME

Joanna Moore, WIT Program Student Advisor
Rachel Ortiz, Project Opportunity Coordinator

A DOSE OF REALITY

Victoria Di Benedetto, WIT Coordinator

BREAK

THE NONTRADITIONAL FIELDS

Frank Escobar-Drafting
Dan McLearn-Fire Technology
Russell Smith-Hazardous Materials

IS THIS FOR ME?

Carmen Garcia-Career Planning Center
Joanna Moore-WIT

Appendix 9
End of Year Report

LEAD WORKSHOP SERIES
SUMMARY OF WORKSHOPS OFFERED

Leadership Survival Skills: This workshop is designed to identify elements of effective leadership and help students recognize areas for improvement in their own leadership style. The skills covered include: self-knowledge, management vs. leadership, planning, and relationships.

Overcoming Stereotypes: This curriculum concentrates on origins of stereotypes, gender biased statements, and stereotypes in language. The idea is to increase awareness by providing knowledge of stereotypes and their various forms.

Self-Esteem Building: The goal of this course is to reflect on our selves, environment, and everyday lives and identify areas where our self-esteem is lacking. After several self-evaluations, the class discusses where self-esteem comes from, how we can influence outside sources instead of vice versa. The class ends with a personality assessment.

Stress Management: During this workshop students will identify stressors in their lives. They will also identify effects of stress. Finally, we will practice immediate stress relief techniques and discuss long term stress management.

Conflict Resolution: Often we face conflicts that turn into full-blown, very destructive arguments. How can we keep small matters small and turn larger problems into more manageable ones? This workshop touches on these issues and provides some healthy arguing tips.

These workshops are sponsored by Women in Technology in response to a needs survey conducted for men in nontraditional fields at EPCC. The workshops are not gender biased. Rather they are designed to address problems we all face as members of society, individually or as a whole. Nevertheless, each workshop is related to the WIT goals of advancing equity and promoting nontraditional careers. *(Note: Students majoring in nontraditonal fields requesting book reimbursements must quailify financially and participate in at least one workshop.)*

Appendix 10

End of Year Report

INSTRUCTOR REFERRAL LOG

NAME	FIELD	REASON FOR CONTACT	ACTION TAKEN	DATE

Appendix 11

End of Year Report

Student Profile

Name: _____ Phone #: _____

Major: _____ Address: _____

1. List ways you spend your free time.

_____

_____

_____

2. List your hobbies and/or your special interests.

_____

_____

_____

3. List your career goals as you see them progressing after Project Opportunity.

_____

_____

_____

4. List school subjects you like best.

_____

_____

_____

5. List school subjects you like least.

_____

_____

_____

Appendix 11 *(continued)*

End of Year Report

6. List obstacles that you have encountered or think you might encounter.

7. List types of organizations you would like to join or consider.

8. List adjectives that describe you best.

9. List school activities in which you are involved .

10. List the location and hours of any job that you have.

Appendix 12

End of Year Report

MENTOR PROFILE

Name: _____ Phone #: _____(w) _____ (h)

Career Field: _____ Address: _____

_____

1. List ways you spend your free time.

_____

_____

_____

2. List your hobbies and/or special interests.

_____

_____

_____

3. List school subject you like/liked best.

_____

_____

_____

4. List school subject you like/liked least.

_____

_____

_____

Appendix 12 (Continued)

End of Year Report

5. List career goals that you have reached.

6. List career goals you are still pursuing.

7. List obstacles that you encountered and overcame on your career and education paths.

8. List organizations with which you participate.

9. List adjectives that best describe you.

10. List the location and hours of any job you have.

Appendix 13

End of Year Report

WITTY WOMEN:
The Mentorship Program for Women in Technology

Women in Technology (WIT), a program at El Paso Community College, encourages women to enter nontraditional fields because of the greater career opportunities and benefits. The term "nontraditional" itself can be intimidating. It means being different, nonconformist, a leader, and often it means being alone.

Our main goal is to change attitudes. We want women and men to view occupations as non-gender based. However, these changes involve time and much of it. Time for women to realize their potential in nontraditional fields. Time for men to accept women in these fields. Time for women to complete the process necessary to enter and succeed in nontraditional careers.

During this time, the trailblazers, pathfinders, pioneers can be more than leaders. They can be guides. Women in Technology students deserve to know that they are not alone. Women have entered these fields already and are succeeding now.

Therefore, WIT added a mentorship component to its program. Mentors are role models reaching out to others with enthusiasm and confidence. In this program, students are matched with successful career women and students in their field. Together they build education, community involvement, self-confidence, knowledge and insight. Women in Technology is more than a service program providing information and financial assistance. It is an organization dedicated to creating and maintaining a network of women who support and encourage one another. The mentorship program helps achieve this goal.

Appendix 13 *(Continued)*

End of Year Report

Women in Technology serves many women who have never been exposed to technical career options. Often these women are single parents and or displaced homemakers who have been out of school for some time. To help them adjust to a new educational and occupational environment they participate in Project Opportunity, a bridge curriculum. These students are our first priority in the mentorship program. All WIT students may have mentors. Any student requesting a mentor must complete a Student Profile.

Mentors are recruited according to the fields of the students. Mentors who want to participate in the program must complete a Mentor Profile. The profiles are compared to help match students and mentors. As much as possible, the match will be determined first by the field and then by other common interests and hobbies.

Once matches have been determined, both parties are given general description of their partners' interests and career goals, phone number and address.

The minimum "required" contact is two phone calls per month. Early in the relationship, you should meet with the student in person to put a name with a face and establish rapport. To initiate a positive mentor/mentee relationship, get to know one another. Begin with "safe" topics that are easily talked about. For example discuss backgrounds, families, career goals, etc. Progress toward talking about goals and obstacles. Together determine how you view this mentorship experience and what each of you hopes to achieve. Discuss how often, for how long and in what way you will spend time together. Here are some suggested activities:

- Have breakfast or lunch together.
- Send notes or cards of encouragement.
- Invite your student to spend some time with you at work or participate in work related activities (i.e. seminars, training, etc.)
- Invite the student to civic or professional meetings with you.

Appendix 13 *(Continued)*

End of Year Report

- Attend school activities with your student, especially attend those in which the student participates.
- Call or visit the student at home, work or school to check on how she is doing.
- Share career information or special resources with the student.
- Share interests and hobbies.
- Send birthday/holiday cards.

You will be called periodically by the WIT Program Student Advisor to alert you to upcoming events your student may want to participate in and to find out how the mentorship is proceeding. You will not be obligated to continue after four months which is approximately the duration of a semester or summer break. Hopefully, the mentorship relationship will continue naturally. If at any time you discover that your time is too limited or that you and the student are unable to establish a suitable partnership, we will make other arrangements for you and/or the student.

As a mentor, you can greatly influence your mentees attitude toward her chosen career field, school work and herself. WIT students come from a variety of backgrounds and relationships. Sometimes their experiences have been extremely negative and have eroded self-esteem and confidence. You are not expected to become a counselor, merely share your experiences, successes and offer encouragement. If you see evidence of substance abuse or physical abuse, please report it to the WIT office. We will follow-up and seek professional assistance for the student as necessary.

Your dedication to this program is invaluable. Thank you for your time and energy. The WIT team appreciates your participation. You are shaping the education and career path of someone who will benefit greatly and appreciates you more than we can express.

Appendix 14

End of Year Report

AFCEA
Armed Forces Communications and Electronics Association

Southwest Border 3rd Annual Conference & Exposition

PRESENTS:

Women in Technology in the 21st Century

August 4, 1994 – Thursday
El Paso Convention Center ■ Juarez Room

THE FOLLOWING WIT ACTIVITIES ARE ◄FREE► TO THE PUBLIC

08:30 - 09:30 AM *WOMEN IN TECHNOLOGY IN THE 21st CENTURY*
Meg Wilson, Vice President/Business Development
Microelectronics and Computer Technology Corporation

09:45 - 10:30 AM *OVERCOMING OBSTACLES IN NONTRADITIONAL FIELDS*
Bernice Washington/President & Founder
Washbern and Associates

10:30 - 12:00 Noon *WHERE THE JOBS ARE for Women in Technology in the 21st Century-FOCUS: Nontraditional Occupations*

PANEL DISCUSSION with Q & A Period: Victoria Di Benedetto/Moderator

Marty Provencio/Regional Director
Texas Employment Commission

Dr. Harvey Ideus/Director, Co-Op Education & Placement
El Paso Community College

José Martinez/Human Resources Manager
Rockwell Defense Systems

Sgt. Diana Gill/In-Service Manager
El Paso Police Academy

Dr. George D. Alexander/Department Head
Engineering Technology, New Mexico State University

Appendix 15
End of Year Report

The Texas Higher Education Coordinating Board

STARLINK

presents

An "Equity Model Projects" Teleconference

Teleconference Objectives:

To identify factors and strategies that drive successful Equity Programs by examining [illegible] separate programs at three Texas community and technical colleges.

Intended Audience:

- Perkins Contacts
- Perkins Equity Directors
  - Single Parent Grants
  - Displaced Homemaker Grants
  - Single Pregnant Women Grants
  - Non-traditional Student Grants
- Vocational Deans and Directors
- Student Services
- Counselors
- Research and Development

Tuesday, January 24, 1995
12:30 - 2:00 pm
C-428, LRC Building (4th floor), VV

Register by calling
INSTRUCTIONAL SUPPORT SERVICES OFFICE
594-2175

Issues to be Addressed:

- Linkages with alternative funding sources
- Linkages to alternative service providers
- Linkages with workforce and job placement
- Strategies for success
- Student success stories
- Director success stories

On-camera Presenters:

Dr. Anna Auvenshine, THECB; Associate Program Director - Equity
Dr. Marylea Henderson, McLennan Community College, Waco; Director, Personnel Counseling
Frances Worthey, Texas State Technical College - Waco; Director, Women's Center
Victoria De Benedetto, El Paso Community College; Director, Project WOMEN IN TECHNOLOGY
Rachel Ortiz, El Paso Community College; Director, Project OPPORTUNITY
Students from each college

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Appendix 16

End of Year Report

DR. CORA MARRETT

ASSISTANT DIRECTOR
Social, Behavioral and Economic Sciences
National Science Foundation, Washington, D.C.

GENDER & RACE EQUITY IN MATH & SCIENCE

March 3, 1995 -- 10:00 a.m.
Valle Verde Campus/Cafeteria Annex
For more information call: 757-5073

EPCC/Women in Technology
University of Texas at El Paso

Appendix 17

End of Year Report

WOMEN'S HISTORY MONTH

FOURTH ANNUAL PHOTOGRAPHY CONTEST

"PROMISES TO KEEP"

FIRST PRIZE - $100.00 *SECOND PRIZE - $75.00* *THIRD PRIZE - $50.00*

*Entries must be a picture of a **FEMALE** pertaining to this year's theme "**PROMISES TO KEEP**." Contestants must be currently enrolled students and can enter no more than three photographs. The photograph must include a title. The person entering the photograph must be the one who took the picture. The photograph must be 8x10 and can be color or black and white. Entries must be submitted to the Rio Grande, Valle Verde, Transmountain or Northwest Campus Library no later than 5:00 pm, Friday March 10, 1995 to be considered for the contest. All entries become property of the WHM committee. Previous prize winners are not eligible for this year's contest.*

*The theme "**PROMISES TO KEEP**," refers to fulfilling the dreams and promises of women in history through the opportunities and achievements made by today's women. Pictures should depict women in the community, for example: women advocates volunteering their time; women lawyers or judges in action; different women's organizations working together, etc.*

PRIZE MONEY will be awarded to the 1st, 2nd and 3rd place entries. Judging will be held during the second week in March. An awards reception will be held at the Transmountain campus. Winning photographs will be on display at both the Valle Verde and Transmountain campus libraries. For more information or entry forms please call Joanna Moore at 757-5083 or Martha Holguin at 594-2255. Good Luck!!!

Name: _____ *Student I.D.* _____

Address: _____ *ZIP* _____

Phone # Day _____ *Evening* _____

SIGNATURE _____ *DATE:* _____

(I agree to all above terms and conditions)

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SPONSORED BY:

EL PASO COMMUNITY COLLEGE
WOMEN'S HISTORY MONTH COMMITTEE
WOMEN IN TECHNOLOGY
LEARNING RESOURCE CENTERS - (VV) (TM) (RG) (NW)
STUDENT LEADERSHIP & COMMUNITY DEVELOPMENT

Appendix 18

End of Year Report

El Paso Women's History Month Coalition

Dr. Sandra Beyer Stephanie Cox Victoria Di Benedetto
Jeanne Foskett Cornelia Gladden Rene Harris
Pilar Herrera Rachel Ortiz Eva Ross

In Honor of National Women's History Month, please join us in celebrating the achievements of El Paso's "Unsung Heroines" for 1995

Karen Anderson Dr. Elizabeth Anthony, PhD Mary Francis
Rene Harris Loretta Hyde Ethel Poliver-Kindred
Buena Dusty Milson Fildelia Lelia Onsurez
Mary Sarber Wilhelmina "Billie" Slater
Terry Smith Mary Yañez
Michele Martin-Streby

AWARDS CEREMONY AND RECEPTION

Thursday, March 2, 1995 • 5:30 - 7:00 p.m.
Ysleta Administration and Cultural Arts Center
9600 Simms Drive

Sponsored by the El Paso Community College
El Paso Women's History Month Coalition • University of Texas at El Paso
Women in Technology (EPCC) • Ysleta Independent School District

Appendix 19

End of Year Report

TERMINATION ACTION EVALUATION

_____ was terminated as of _____ for the following reasons:

A total of _____ (days or weeks) were completed equal to _____ hours. Actions taken after the termination are as follows:

Training Supervisor:

Student:

Advisor:

Corrective measures include: _____

_____

Future internship employment will/will not be considered. Date: _____

_____ Student

_____ Training Supervisor

_____ WIT Student Advisor

_____ WIT Coordinator

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End of Year Report

WOMEN IN TECHNOLOGY
INTERNSHIP DEVELOPMENT PLAN

Name of student _____ SS# _____

Address _____ City _____ State ___ Zip _____ Phone # _____

Sponsoring firm _____ Dept. _____

Training Supervisor _____ Title _____

Address _____ City _____ State ___ Zip _____ Phone # _____

Semester _____ 199___ Declared Major _____

Starting date _____ Internships last 16 weeks and should equal 320 work hours.

Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
A.M.					
P.M.					

Student internship objectives _____

_____

Plan for reaching internship objective (List planned experiences, duties and activities, as required that will enable the student to reach stated objective.)

This document is not a legal contract and may be terminated at the discretion of the employer or teacher coordinator.

_____ Student

_____ Training Supervisor

_____ WIT Program Student Advisor

_____ WIT Coordinator

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End of Year Report

MID - TERM

INTERN'S SELF-EVALUATION

Intern's Name: _____

Supervisor's Name: _____

Training Site: _____

Career Field: _____ Semester: _____ Date: _____

	OUTSTANDING 1	2	AVERAGE 3	4	UNSATISFACTORY 5
ATTENDANCE					
TACTFULNESS					
ADAPTABILITY					
INITIATIVE					
DEPENDABILITY					
ABILITY TO ORGANIZE					
ABILITY TO FOLLOW THROUGH ON ASSIGNMENTS					
ABILITY TO COMMUNICATE WITH FELLOW WORKERS					
DEMONSTRATES BASIC COMPETENCIES					

COMMENTS: _____

_____

_____ Intern

_____ Training Supervisor

_____ WIT Program Student Advisor

_____ WIT Coordinator

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End of Year Report

END OF INTERNSHIP
Intern's Self-Evaluation

Intern's Name: _____

Supervisor's Name: _____

Training Site: _____

Career Field: _____ Semester: _____ Date: _____

	OUTSTANDING 1	2	AVERAGE 3	4	UNSATISFACTORY 5
ATTENDANCE					
TACTFULNESS					
ADAPTABILITY					
INITIATIVE					
DEPENDABILITY					
ABILITY TO ORGANIZE					
ABILITY TO FOLLOW THROUGH ON ASSIGNMENTS					
ABILITY TO COMMUNICATE WITH FELLOW WORKERS					
DEMONSTRATES BASIC COMPETENCIES					

COMMENTS: _____

_____ Intern

_____ Training Supervisor

_____ WIT Program Student Advisor

_____ WIT Coordinator

Appendix 23

End of Year Report

END OF INTERNSHIP
Intern's Supplement

Please describe the internship experience:

What elements of the program worked best?

What would you change or improve in the internship program and its process?

Would you work for this employer full-time if offered a job? Why or why not?
(NOTE: The employer is not obligated to hire the intern. Your comments are strictly for our records.)

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End of Year Report

MID - TERM

EMPLOYER'S APPRAISAL OF STUDENT PERFORMANCE

Intern's Name: _____

Supervisor's Name: _____

Training Site: _____

Career Field: _____ Semester: _____ Date: _____

	OUTSTANDING 1	2	AVERAGE 3	4	UNSATISFACTORY 5
ATTENDANCE					
TACTFULNESS					
ADAPTABILITY					
INITIATIVE					
DEPENDABILITY					
ABILITY TO ORGANIZE					
ABILITY TO FOLLOW THROUGH ON ASSIGNMENTS					
ABILITY TO COMMUNICATE WITH FELLOW WORKERS					
DEMONSTRATES BASIC COMPETENCIES					

COMMENTS:

_____ Intern

_____ Training Supervisor

_____ WIT Program Student Advisor

_____ WIT Coordinator

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End of Year Report

END OF INTERNSHIP
Employer's Appraisal of Student Performance

Intern's Name: _____

Supervisor's Name: _____

Training Site: _____

Career Field: _____ Semester: _____ Date: _____

	OUTSTANDING 1	2	AVERAGE 3	4	UNSATISFACTORY 5
ATTENDANCE					
TACTFULNESS					
ADAPTABILITY					
INITIATIVE					
DEPENDABILITY					
ABILITY TO ORGANIZE					
ABILITY TO FOLLOW THROUGH ON ASSIGNMENTS					
ABILITY TO COMMUNICATE WITH FELLOW WORKERS					
DEMONSTRATES BASIC COMPETENCIES					

COMMENTS: _____

_____ Intern

_____ Training Supervisor

_____ WIT Program Student Advisor

_____ WIT Coordinator

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End of Year Report

END OF INTERNSHIP
Employer's Supplement

Please describe the internship experience:

What elements of the program worked best?

What would you change or improve in the internship program and its process?

Would you hire the intern as a full-time employee? Why or why not?
***(NOTE:** The employer is not obligated to hire the intern. Your comments are strictly for our records.)*